DOCUMENT RESUME

ED 157 012 CS 004 217

AUTHOR	Vail, Neil J.; Neill, Nancy R.
TITLE	How to Help Your Child Grow in Reading.
INSTITUTION	Racine Unified School District 1, Wis.
PUB DATE	May 75
NOTE	83p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Beginning Reading; Handwriting; *Learning Activities; Parent Child Relationship; *Parent Participation; Phoneme Grapheme Correspondence; Primary Education; *Reading Games; *Reading Instruction; Reading Readiness; *Reading Skills; Vocabulary; Word Lists

ABSTRACT

The purpose of this publication is to show parents how they can facilitate their children's growth in reading. Section one suggests numerous parental activities to aid children's reading growth, such as reading to children, talking and listening to them, giving them responsibilities, and building a reading atmosphere at home. Sections two and three present a pyramid of reading skills and a summary of consonant and vowel sounds. Section four discusses games and activities that pertain to the following areas: visual and auditory discrimination, sight and meaning vocabulary, word attack skills, library and study skills, and comprehension. Section five describes recommended books for parents of children in the primary grades, and section six presents a core vocabulary list, a list of Dolch basic sight words, and a handwriting model. (GW)

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HOW TO HELP YOUR CHILD GROW IN READING

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Division of Instructional Services
Unified School District No. 1 of Racine County
2230 Northwestern Avenue
Racine, Wisconsin 53404

May, 1975

CS004217

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Our thanks to the following teachers for their help in creating this handbook.

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Celest King
Nancy Lee
Karen Lipor
Betty Lombardo
Barbara Mader
Joyce Milkie
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Stella Nathan
Corinne Owens
Ruth Poole
Joan Rather
Pat Rutherford
Lettie Schmidt
Mary Shawl
Irene Sheppard
Billie Stilley
Sharon Uttley
Carol Zeleski

A special thanks to Kathy Giencke and Chris Roth for the illustrations, and Miss Althea Brach for her assistance.

PREFACE

The Universal Needs of Children

As a child, I feel the need . . .

to be myself
for self-achievement
for motivation
for time to learn
for freedom from anxiety
for a picture of myself as
a person of worth and
usefulness. A person
whom I can like, and
others can accept and like.[1]

As a significant person in the life of your child, you play an important part in meeting each of these needs.

[1] Adapted from Dr. Russell Stauffer's listing of the Universal Needs of Children

TABLE OF CONTENTS

		Pages
I.	Fostering Reading Development	1
II.	Pyramid of Reading Skills	28
III.	Summary of Consonant and Vowel Sounds .	30
IV.	Games and Activities	
	A. Visual Discrimination	35
	B. Auditory Discrimination	40
	C. Sight Vocabulary	45
	D. Word Attack Skills	51
	E. Meaning Vocabulary	56
	F. Library and Study Skills	60
	G. Comprehension	65
V.	Recommended Books for Parents	72
VI.	Appendices	
	A. Core Vocabulary	76
	B. Dolch Basic Sight Words	85
	C. Handwriting	88

READ

Read to your child. As you read to him, you are building an appreciation of books and reading. In addition, you can help him in developing reading readiness concepts as recognition that:

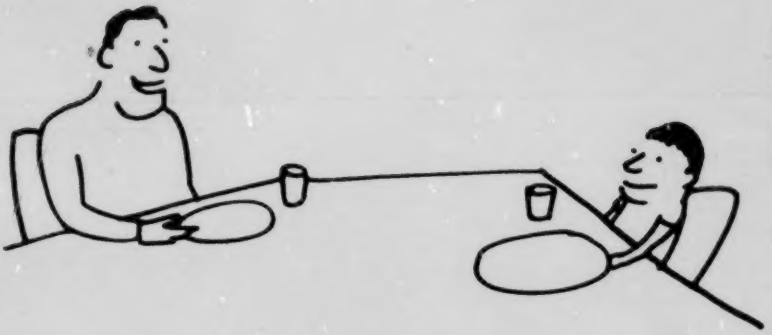
a book is read from the front to the back

a page is read from the top to the bottom

a page is read from left to right

words are "talk written down"

TALK

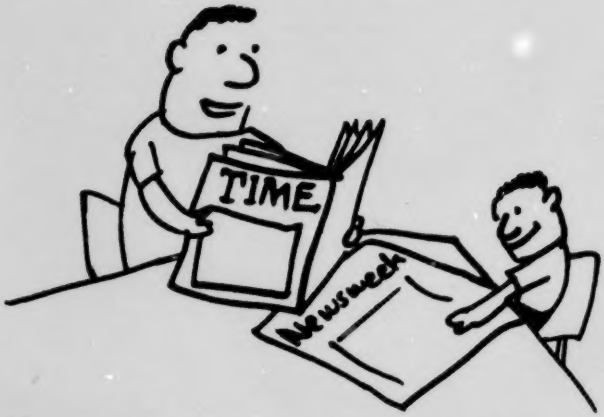


Talk to your child. Help him add words to his speaking vocabulary. The more words he uses naturally in his ordinary conversation, the more words will have meaning for him later when he sees them on the printed page.

LISTEN

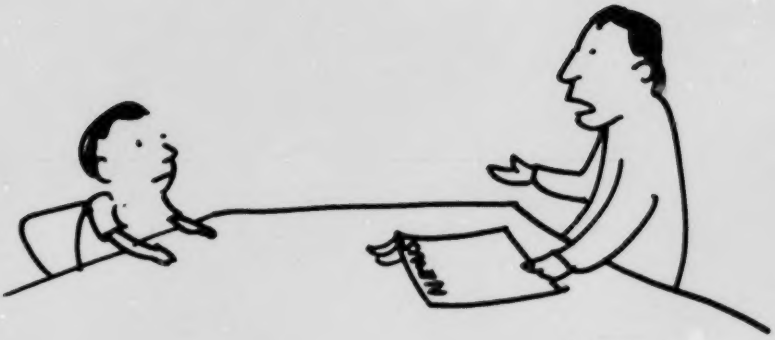
Listen to your child. Encourage your child to talk about things he has seen or done. A child who has experienced frequent opportunities to communicate verbally with others will usually read with greater accuracy and interest.

DISCUSS



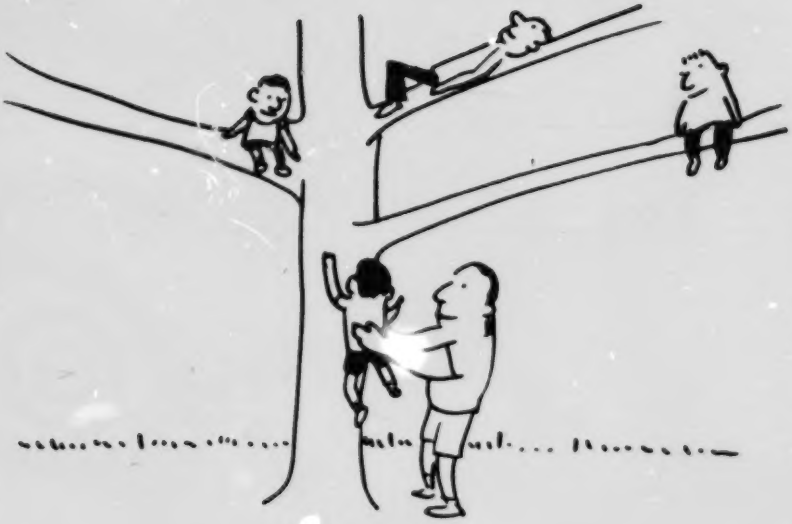
Discuss current happenings, books, magazines, and newspaper articles of family interest.

QUESTION



Question your child. Arouse his curiosity by asking him questions and responding to his replies with interest.

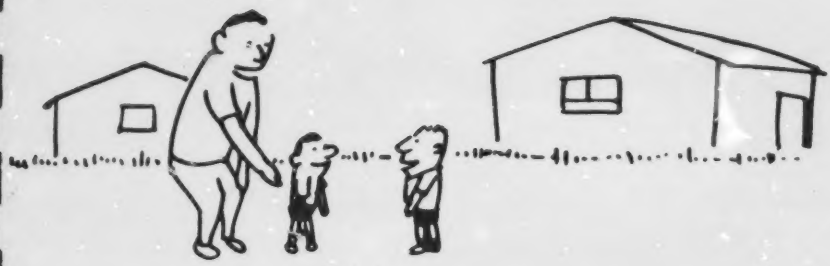
ACCEPT



Accept your child as he is, without comparison to a sister, brother, or friend.

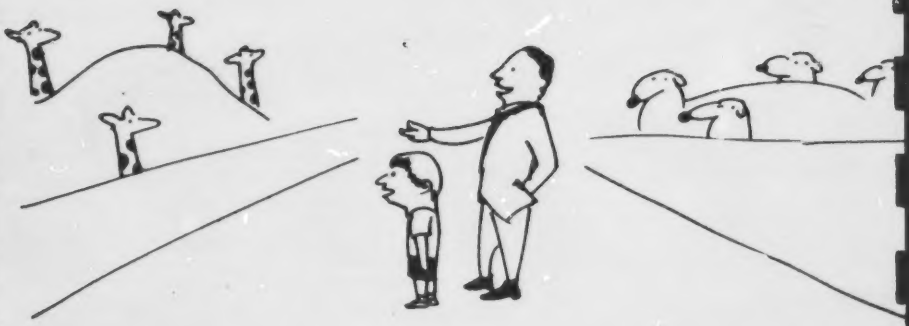
12

PROVIDE



Provide opportunities for him to know and play with other children.

VISIT

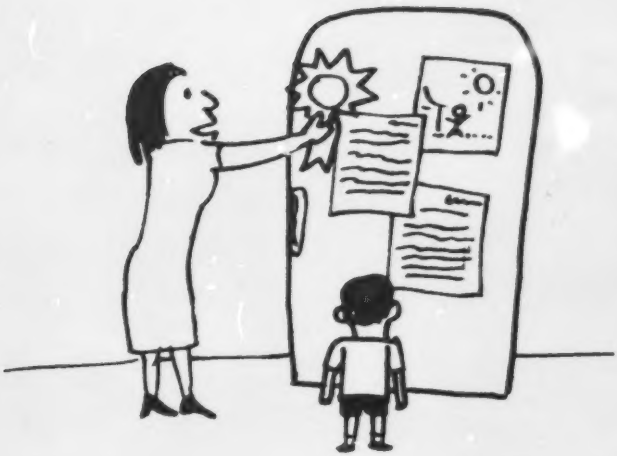


Visit the supermarket, drugstore, airport, zoo, post office, new and interesting places. These activities provide vital experiential background for developing oral language and readiness for reading.

GIVE

Give your child responsibilities which he is capable of assuming, responsibilities which are challenging but not frustrating.

PRAISE

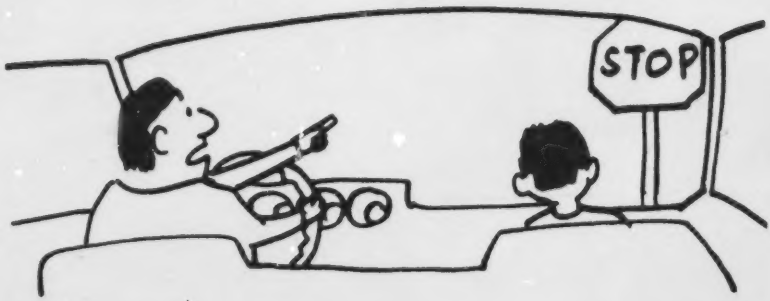


Praise your child for his efforts; this will enhance his learning.

BUILD

Build up a reading atmosphere at home. Let your child see you reading frequently for enjoyment and to locate information.

HELP

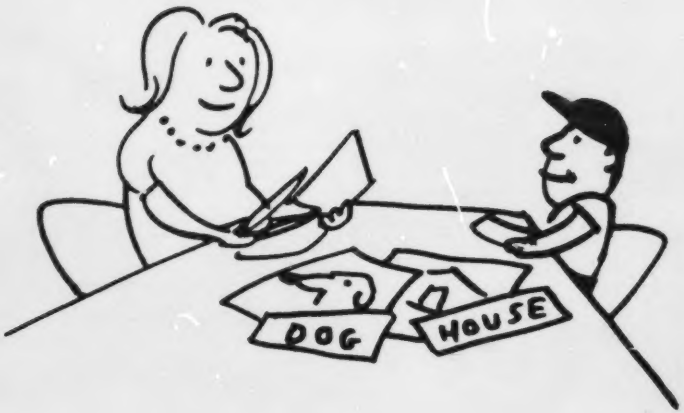


Help your child to recognize the importance of his learning to read, beginning with words as: stop, go, wait, walk, exit, entrance.

SECURE

Secure books and magazines for your child at his interest level such as Humpty Dumpty, Child Life, Highlights for Children, Jack and Jill and Sesame Street.

MAKE



Make games. Make simple word games by cutting words from a magazine and asking your child to match these words with a picture.

SELECT

Select games and puzzles for your child which will promote his development of visual discrimination of size, shapes, forms, colors and letters.

ENCOURAGE

- Encourage and guide your child in his selection of books, utilizing the public library.

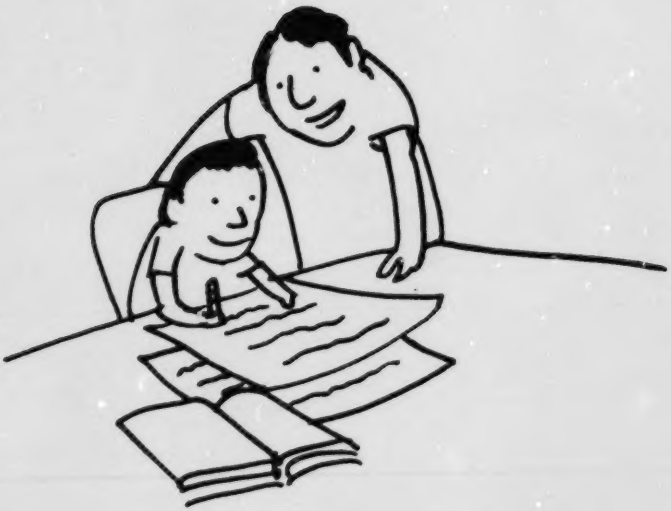
TEACH

Teach your child how to take care of books.

SHOW

Show a real interest in school. You and the teacher are partners in the important job of teaching your child to read. Consult the teacher frequently to discover how you can help your child.

LOOK

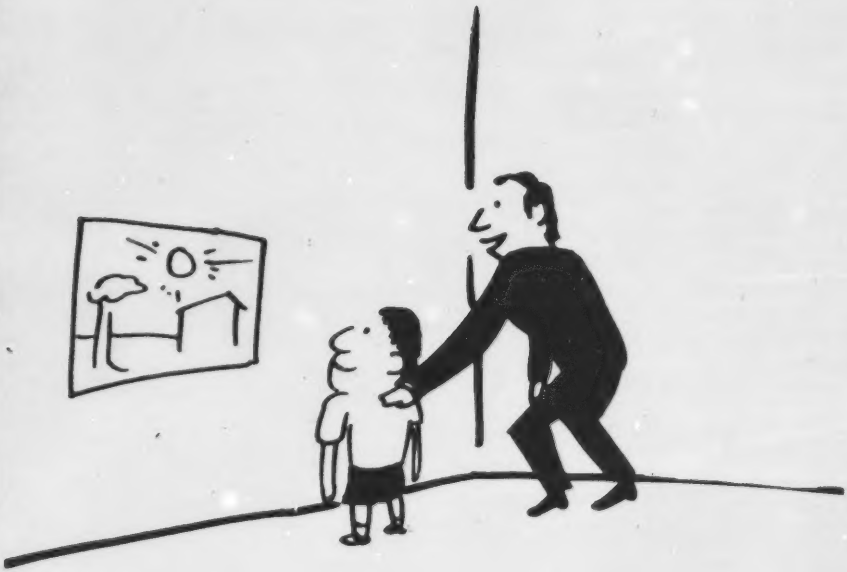


Look over work brought home and encourage discussion of this and other creative activities.

CONVEY

Convey to your child the importance of his work by looking at and discussing it with him.

SHARE



Share your child's enthusiasm in his accomplishments and encourage him to have pride in his work.

REST

Rest. Make sure that your child is well rested. An optimum learning situation is often of little value to a child who has stayed up late to watch television.

ASSIST

Assist your child in the early development of good habits of school attendance.

MEMORY

Memory. Aid your child's ability to remember and recall what he has heard (ask him to walk to the window, open it, and hop back to you) and what he has seen (ask him to describe what he has recently seen in a store window).

OBSERVATION

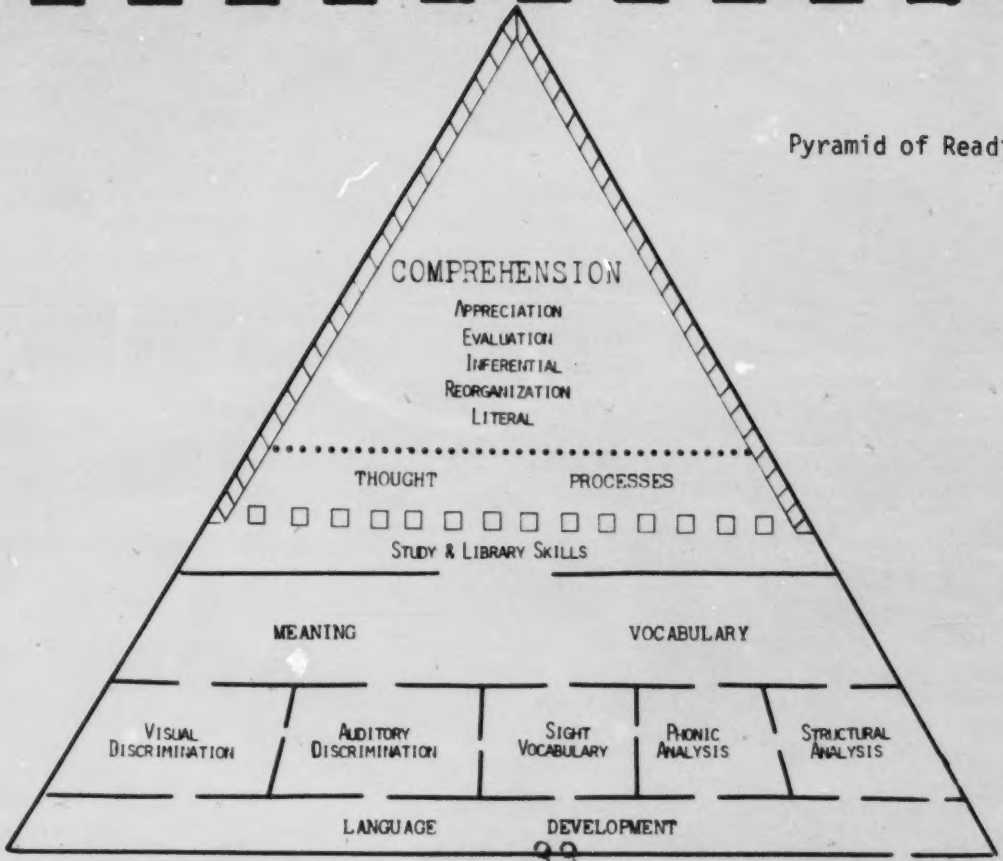
Observation. Assist your child's visual discrimination by helping him to discover likenesses and differences in objects, pictures and growing things, letters and to notice details and make comparisons in size, shape and color.

REMEMBER

Remember: Children learn to read by reading. The more they read, the better readers they become.

32

Pyramid of Reading Skills



SUMMARY OF CONSONANT AND VOWEL SOUNDS

In order for children to decode, or "sound-out" unknown words, it is necessary for them to recognize and understand the letters of the alphabet and the sound(s) they represent. All the letters of the alphabet are divided into two categories: consonants and vowels.

Summary of Consonant Sounds

1. Consonants that usually have <u>one</u> sound:

b - ball
d - dog
f - fox
h - hat
j - jam
k - king
l - log
m - mat
n - nap
p - pot
r - rug
t - top
v - vat
w - water
y - yellow

2. Consonants that have <u>two</u> sounds:

c - cat, cent
g - goat, gentle
x - box, exact
s - bus, busy

3. Consonants that are sometimes <u>silent</u>:

w - <u>w</u>rong
d - ju<u>d</u>ge
b - cli<u>mb</u>
t - lis<u>t</u>en, ca<u>t</u>ch
k - <u>k</u>nee
l - wa<u>l</u>k
gh - ni<u>gh</u>t
(cough - ghost
(f) (g)

4. When two or three consonants appear right next to each other, they may form a "blended" sound:

A. Two letter blends --

bl - black	fl - flower
br - brown	fr - frog
cl - clown	gl - glass
cr - crow	gr - green
dr - draw	pl - plant
dw - dwarf	pr - prize
sc - scout	sp - spell
sk - skate	st - street
sl - slide	sw - swing
sm - smile	tr - tree
sn - snake	tw - twin

B. Three letter blends --

sch - school	shr - shrink
spr - spring	str - stream
scr - scream	spl - splash
squ - square	thr - three

5. When two consonants appear right together they may form "one sound." These are called consonants digraphs:

wh - whip	th - thing
ng - ring	ph - phone
ch - chair	gh - ghost
sh - shut	

SUMMARY OF VOWEL SOUNDS: A E I O U

	LONG	SHORT	SCHWA	R	L	W	DIPHTHONGS
A	Jāmes	făt	above	car	call	law	1. au-haul
E	kēēps	Tĕd	elephant	her	bell	new	2.
I	īce	ĭs	clarity	fir	ill		3.
O	cōld	nŏt	lemon	or	told		4. oi-oil oy-boy ou-out (slow) ow-now
U	cūbes	ŭp	circus	hurt	hull		

IV. Games and Activities

A. Visual Discrimination

B. Auditory Discrimination

C. Sight Vocabulary

D. Word Attack Skills

E. Meaning Vocabulary

F. Library & Study Skills

G. Comprehension

37

A. VISUAL DISCRIMINATION

Visual discrimination begins with an initial awareness of similarities and differences between concrete objects and then pictures. Following this, children need to discriminate between shapes: circle, square, rectangle and triangle. These shapes are combined to form the letters of the alphabet. Children will need to make the distinction between similar letters such as b-d, p-q and words saw-was, where-when.

Below are some activities that would be helpful in extending and enhancing childrens' visual discrimination using:

Concrete Objects

1. Select an object from the room you are in. Have your child use as many different words as he can to describe the object.

2. Choose three objects commonly found around home, two alike, one that is different such as 2 spoons and 1 fork. Ask the child how they are alike or different.

   a. Put a set of five objects, such as five buttons on the table. Ask the child to find those that are alike. How are they alike? They are to pick out and group those that are alike in color, or shape or number of holes, etc.
   b. Use coins for the above activity.
   c. Use candies or cereals. Let the child eat those that are alike.
   d. Bake and decorate cookies. Have the child decorate a cookie just like yours. Have him decorate a cookie in a different way.

3. Take like objects of different sizes such as shoes, pans, members of the family, pencils, wooden spoons, measuring cups or other objects. Have the child arrange one of the sets from the smallest to the largest. Pick out the smallest, the largest, etc. Expand the activity: ask the child to tell you which is first, which is second, or which is last.

4. Choose a word such as bigger - then name an object such as chair. Have your child name something that he sees that is bigger than a chair. Use other words such as: smaller, taller, shorter, thicker, thinner, wider, narrower, lighter and heavier.

Using Pictures

5. Draw a simple figure and have your child look closely. Ask him to close his eyes while you change the figure in some minor way. Then ask him to open his eyes and tell what has been changed. Example: This activity could be done in the sand or on a board, slate or paper.

6. Assist your child in making his own puzzles by finding and mounting a picture of his choice on a piece of cardboard. Then cut the picture into large pieces. Code the back of the pieces and store them in envelopes. The first few times the child uses the puzzle, start with it all together; then as you take it apart discuss words such as larger, smaller, same and different.

7. Look at pictures in magazines or books that have many objects with background detail. Have the child look at the picture and ask him to find a specific object such as, "find the largest boy," "find the tallest tree," "find the boy wearing a red shirt," etc.

8. Play a pantomime game with your child. Pantomime eating, stroking a cat, brushing your teeth, zipping a coat, etc. Have the child guess what activity you were doing.

9. Find and cut out three or more pictures that go together such as an apple, orange, and banana, then add an unrelated picture to the group. Have your child pick out the picture that doesn't belong. Have him tell you why it doesn't belong with the others. Which ones go together? Why do they go together?

Using Shapes

10. Cut circles, squares, and triangles out of three different colors of paper and of three different sizes. Have your child sort the papers according to shapes; another time have them sort papers according to shape and size; another time have them sorted according to size, shape and color. Another suggestion is to have your child arrange the pieces of one color from the smallest to the largest.

11. Place several small items on a tray. Have the items covered. Uncover the tray for the child to study the items for about two minutes. Cover the items again.

    a. Ask the child to name all of the "red" items that he saw on the tray.
    b. Ask the child to name all of the round objects that he saw on the tray.
    c. Take away an object; uncover the tray and ask the child to tell you which object is missing.

Using Letters and Words

12. Print four letters on a slate, board or paper. Three of the letters should be alike and one letter different. Have the child find the one that is different.

13. Print a letter of the alphabet on a slate, board or paper for the child to see. Select a particular section of a newspaper or magazine to have the child find and circle all of the specified letters.

    a. The above activity could also be done with words. Be sure to use the large print such as the grocery ads.

14. Make letter forms by moving a flashlight in the shapes of letters in a dark room. Ask the child to identify the letter.

15. To help your child see the differences in letters and words, write a letter of the alphabet on each page of a spiral notebook, wallpaper book, or sheets of paper fastened together in a booklet form. Have the child find letters or words in magazines, newspapers or catalogs that begin with the letter of the alphabet on the page. Paste the letters or words on the page of the alphabet book. Be sure to use large size printed materials.

B. AUDITORY DISCRIMINATION

Being able to hear likenesses and differences in sounds, letters and words is very important to a child's listening comprehension. Learning begins with the ability to distinguish sounds, such as the sound made by shaking stones in a box or the shaking of sand in a box.

It is important for a child to be able to hear differences in the sounds made by letters, to tell what sound two words have in common and to hear the sound at the beginning, middle or end of a word.

The following activities will be helpful in extending your child's discrimination of various sounds.

1. Listen to the sounds heard in different places: your home, riding in the car, at the airport or at the zoo. Have your child identify the sounds they hear.

2. Point out pictures of living things and machines in magazines and books. Have your child make the sound of that living thing or machine as you point to and say the name of the picture.

   Vary the game by giving a sound and have the child tell you which living thing or machine makes that sound.

3. What's in the zoo? Ask your child: "What is in the zoo that begins with the sound b as in ball?" Have your child name as many things as he can that start with b that are found in the zoo.

   Give the sound for other letters of the alphabet that would be the beginning sound for something in the zoo.

4. To help in distinguishing beginning sounds say three words -- two beginning with the same sound and one beginning with a different sound such as: cat, comb, ball; have your child repeat the words and then tell you which two are alike and which one is different.

   This can also be done with ending sounds.

5. Play a game with your child to see who can name the most words that rhyme with things in a room. Example: You say chairs, the child says stairs. (moon, spoon) (cork, fork) (bug, rug)

6. On a trip have your child look for or tell something that rhymes with a given word. Example: What rhymes with now? (cow), hat? (cat), toad? (road).

7. Play Spot the Spoof. Reread a story to your child that has been read to him before. Tell him you are going to put in some silly words in place of the right ones. He should shout "spoof" when he hears a silly word. Have him tell you the right word.

8. Play Name the Sound. Have the child close his eyes. The parent then performs an action that has a distinctive sound such as ringing a bell, pouring water into a glass, etc. The child identifies the sound and thinks of a word which best describes the sound.

9. Riddles. Ask your child riddles, I'm thinking of something starting with "m." It shines at night. What is it? (moon)

10. Play I Spy. Give your child a cue word such as "mouse." Have your child look around the room and find something that begins with the same sound

as the word you pronounced. Example: (mouse/ mirror). Ask your child to say both of the words so he can hear if they do start with the same sound.

Vary the game. Play I See I See something that starts with _____; then give a sound for a letter that the child should use when looking for an object.

11. Find a large picture with detailed background in which there are several objects whose names begin with a particular sound. Put a circle around one of the objects such as a table. Have the child point to and name all of the objects in the picture beginning with the same sound as the word table.

12. Select riddles to read to your child. Example: Name three keys that are too big to put in your pocket. (donkey, monkey, turkey) Encourage your child to make up riddles of his own.

13. Rhyming Endings. Say an ending such as, "I end with ook. Can you guess what I am?" The child guesses words that end in ook until he gets the correct word. The child says, "Are you ____?" Let the child take a turn at thinking of a word for you to guess. Encourage the use of a complete sentence for the question and answer.

14. Repeat After Me game. Have your child listen carefully while you say four words that rhyme. He should then repeat the words in the same sequence. Example: cake, rake, lake, fake.

Vary the words. Use words that have the same beginning sound or words that have the same theme such as spooky, night and ghost.

15. Verbally give directions to your child; gradually increase the number of commands to be remembered. Praise or rewards should not be given unless the tasks are completed in the right sequence. Example: Hop to the wall. Touch the wall with your left hand. Turn around. Walk back to me.

C. SIGHT VOCABULARY

A basic sight vocabulary is an important segment of initial reading instruction and crucial to continued success in a child's reading development. Oral language facility and the ability to recall and recognize words on sight are the prime prerequisites for children moving from readiness to the first pre-primer.

A child has mastered a word "by sight" when he is able to recognize and pronounce it within three seconds. Then he should be able to provide a meaningful sentence containing that word.

There are two kinds of words which children need to learn "by sight."

1. Words which provide the foundation for learning skills to unlock unknown words. For example, if your child learns the word cat, then he can be taught many words by substituting the first letter (bat, fat, hat, mat, pat, rat, sat, vat).

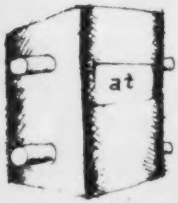
   a. Your child's teacher can provide you with a list of these words for the textbook your child is reading in school.

   b. Appendix A at the end of this booklet contains a summarized listing of Core Vocabulary Words. These words should be learned by children prior to the beginning of fourth grade material.

2. Words which are frequently used in all reading material, many of which children cannot unlock because they are exceptions to the decoding rules. Appendix B at the end of this booklet contains a listing of these 220 Dolch Basic Sight Words.

All children can benefit by frequently reviewing sight words. Therefore, the following fifteen suggested games and activities are provided so that you can select those most interesting to you and your child.

1. Children can make their own tachistoscope. Print sight words approximately one inch apart on a roll of adding machine paper. Then use a quart or half gallon milk carton and two empty cardboard rolls (i.e. wrapping paper or paper toweling). Place the two cardboard rolls into the milk carton. (See diagram.) Tape one end of the adding machine paper containing sight words onto each cardboard roll. Cut an opening into the milk carton so that as you turn the rolls, one word appears at a time.



2. Parents can play a form of the game "Concentration" with their children utilizing sight words (select approximately ten words at a time). Each word is printed on two cards. The cards are shuffled and placed--word down--on a table. Each player on his turn is allowed to turn two cards over. If the two cards contain the same words and he can say the words, he can retain the cards. If the two cards contain different words, then he must turn the cards over again. Everyone tries to remember what words are where on the table. The person with the most cards at the end of the game wins. (Variation: These cards could also be utilized to play the game "Fish," "War," "Old Maid," "Tic Tac Toe").

3. Place sight words on the steps of a stairway. In order to go up or down the stairs, your child will need to say each word and provide a sentence using that word. When he is stuck on a given "step" word, provide the word and a sentence for him. Then he must go back and start again from the beginning step.

4. Interest Poster. Help your child to make a poster, using a theme of interest to him. Example, a picture of Baskin Robbins Ice Cream Store. Then his words to be learned can be placed on paper ice cream cones. When he has mastered all of the words (set a reasonable goal by consulting with your child's teacher), he might be rewarded by a real ice cream cone. Numerous variations can be utilized -- i.e. poster of a football field, and words on pictures of small footballs; a race track with words on pictures of small race cards; an airport with words on pictures of small planes.

5. Whoops! Something is Missing. Using sight words on cards, place the cards on a table. Make up a sentence leaving out one of the words. Ask your child to find the word that would make sense in that sentence.

6. Using sight words on cards, flash them one-at-a-time. Ask your child to pronounce the word and provide either a synonym (big-large) or antonym (big-little) for the word.

7. WORD Checkers. Print the sight words (half in red and half in black) on paper and cut them out in the shape of a circle. Play "Word Checkers" on a regular checker board. Each player must say the word printed on the checker before any move can be made. If he is jumping during his move, he must give a sentence using the word of the checker he is jumping.

8. When you are walking or riding with your child, point out and read signs as: stop, go, wait, shop. Discuss the meaning of each word. A game could be played while driving along on a trip using signs and advertisements to find words in alphabetical sequence. In order to get credit for the word, each person must be able to pronounce the word. The first person to get all the words in sequence from A-Z wins, or the person who is closest to Z at the end of the trip.

9. When you read stories to your child, have him follow along as you read. After reading a word several times, ask him to tell you the word the next time it appears. Older children can be asked to read every other sentence or the first sentence of each paragraph.

10. Power Sack. Your child might keep a paper bag or file box, and place each word as he masters it into the bag or box. When he has accumulated a predetermined number of words "in his power," let him have a special reward.

11. Using the Sight words, create scrambled words or sentences for your child to unscramble. Example: nur = run, utb = tub and but. Also, help him to write short stories using words he is working on. Several stories could be stapled into a booklet and frequently reread.

12. Using a list of sight words, ask your child to locate and circle as many of these words he can find on a page of a book, magazine, or newspaper. Also, using a magazine or newspaper, cross out several words he is working on. Then read the page to him and let him guess which word could most appropriately be placed in the space which is marked.

13. Place names of common items in your kitchen: table, chair, cereal boxes, napkins. Give your child directions using sight words. Example:

    Walk around the chair.
    Crawl through the table legs.
    Step over the cereal box.
    Walk on the napkin.

    Also, write frequent notes to your child, using the sight words. Notes could be written on a paper napkin and placed in your child's lunch bag, in his room, or on the television set.

14. Classify Words. Help your child to place words he is working on into categories. Example: pronouns, color words, number words, action words, question words.

15. When watching television, point out sight words to your child when they appear. Ask your child to be alert and look for words that he is working on when they appear on television.

50

D. WORD ATTACK SKILLS

(Phonic Analysis and Structural Analysis)

Having a sizable listening and speaking vocabulary, being able to pronounce words correctly and distinctly, and being able to see and hear likenesses and differences in letter forms and words are basic needs for growth in reading.

Since children learn the speech they hear and learn best by example, it is important to provide the right model for them. The home is a perfect setting for developing a child's speech pattern correctly.

1. Give the child a brown paper bag with a large C or some other consonant on it. Have the child look for and cut out pictures from magazines starting with the specified consonant and paste them on the bag. This can also be done with long and short vowels.

2. Play a game in which one person says a word and then everyone must name an object which begins with the same letter. Example: the word is cow. Each person in turn says a word with the same beginning letter and sound such as cat, candy. When someone is unable to provide a word, he is out of the game. The last one still in the game is the winner. This is an excellent activity to play on a car trip.

3. Play a vowel tasting game at the dinner table. Find the various foods on the table having:

long a as in skate,	short a as in hat
long e as in me,	short e as in pet
long i as in five,	short i as in pig
long o as in rope	short o as in top
long u as in use,	short u as in nut

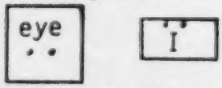
4. Play the game Grandmother's Trunk. The first person says: "I'm going on a trip and I'm taking my grandmother's trunk. In my trunk I have something that starts with b; it's a ball." The second person repeats the above and adds another item beginning with the specified letter.

5. Play the game Word Yo-Yo. Write a word on a slate, board or paper such as take. Have the child change a letter to make a new word.

   Example: take
   make
   fake
   mike
   mile

   The yo-yo keeps bouncing as long as the child is able to change one letter to make a new word.

6. Cut heavy paper or cardboard in squares of 3" by 3". Cut another set of cards 1 1/2" by 3". Print pairs of homonyms on one of each size card.

   Example: 

   Print the word on half of the larger card. Punch holes in the two cards so the child can use a shoestring, piece of yarn or some type of string to fasten the two cards together. Make a set of several cards so the child will have to select which two go together. Have the child tell you sentences using the words.

   Variation: Cards could be made using synonyms, antonyms, or any words needing review.

7. Pronounce a word such as possible. Have your child tell you the opposite word using prefixes: impossible. Decided: Undecided
   Use the words in sentences.

   Variation: List some root words on a slate, board or paper. Make another list using the root words with prefixes or suffixes. Have your child draw a line from the root word to the larger word.

8. Animal rhymes. Say a name of an animal; have your child say rhyming words such as:

   cat: hat, sat
   dog: frog, log
   cow: now, how

   Have your child create simple rhymes using the rhyming words, such as: A mouse lives in my house.

9. Big A, little a. Have your child think of something starting with A such as Alligators. Then think up a nonsense sentence using the A word with another a word, such as: Alligators eat ants. Continue through the alphabet.

   Variation: Have your child tell a story using as many words as possible beginning with a specific letter such as: w.

   Example: Willy Wilson wanted a wagon.
   Why would Willy want a wagon?

   You might have your child write the story and illustrate it. This can be done with other letters of the alphabet.

10. Fill the Bucket. Take a container such as a pail, dishpan, or any other container. Attach a large letter on the container. Have your child find as many different objects around the house as he can, beginning with that letter and put the objects in the container.

11. Using a slate, blackboard or paper, write words such as ten. Give the child a clue to help them make a new word by changing the vowel. Clue could be: Change the vowel in the word ten to tell the kind of metal used in making cars. tin
    Change the vowel in the word tin to tell a word meaning 2000 lbs. ton
    Change the vowel in the word ton to tell a word naming a color. tan
    Other words that could be used:

well	pack	bat	wish	chimp	won
will	pick	but	wash	champ	win
wall	peck	bit			
		bet			

12. Have your child look at the writing on a cereal box, food labels on cans or magazines and newspaper articles. Direct the child to find as many compound words as they can.
Another time, direct the child to find words having a suffix or words having a prefix.

13. Bottle Top Spelling. Collect a large number of bottle caps. Have your child use a magic marker to write the letters of the alphabet inside the caps. Make several bottle caps with the letters used most often (a, e, i, o, u, r, s, t, etc.). Play a game having each player draw ten caps and take turns trying to spell words with the letters. After each turn, the player replenishes his supply (always keeping ten caps), and players continue until all bottle caps are gone from the drawing pile. Score one point for each bottle cap used in making a word.

14. Have your child play Word Attack Checkers. Use your regular checker board and checkers. Make paper circles to fit the tops of all the checkers, write a word on each and tape to the checker. Then before your child can move the checker, he must say the word and then give a synonym or antonym for that word. Variations would be: a) say the word and the number of syllables in each; b) say the word & tell the vowel sound; c) say the word & say a rhyme word; d) say the word and change the initial consonant or final consonant to a "b," etc.

15. Use the dictionary to help your child learn how to pronounce new words. Point out the fact that the word is written in parentheses the way it sounds and that there is a pronunciation key in the dictionary.

E. MEANING VOCABULARY

The development of multiple meanings of words, words in context, synonyms, (words of like meaning, i.e. small - little), antonyms (opposite - such as high - low), homonyms (similar sounds - meanings differ such as four - for), key words in sentences and paragraphs are developed at all levels, kindergarten through grade 6, and hopefully throughout life. This development is an essential part of all reading instruction.

In the home setting parents will find numerous opportunities to enhance this vital component of reading development. Listed below are some suggested activities.

1. Help your child to learn words by printing the names of objects in the room on separate cards. Place a card on a different object each day, i.e. (table, chair, stove, television, fork, pencil, milk) then at the end of the week the cards can be collected and given to your child to place on the appropriate object.

2. When you read a story to your child, occasionally request him to select an appropriate word to complete the sentence. i.e....The wolf said, "I'll huff and puff and blow your house ____." Any response which makes sense like down, in, apart is acceptable.

3. Study pictures with your children in a magazine, storybook, comic book. Let your child describe what he sees, what is taking place, how each character feels and why he thinks the characters feel as they do.

4. To develop experiential background and increase your child's vocabulary:

a. Visit a store with an elevator. Discuss terms such as up, down, step, handrail.
b. Take a ride on a bus or train. Discuss route, fare, driver, things you see; following the trip ask him to tell things seen or done in correct sequence.
c. Take your child shopping with you. Ask him to look for things (predetermined) in sequence.
d. Visit the airport, zoo, or Mitchell Park Conservatory. Discuss words such as arrivals and departures. Classify words such as plants flowers, trees; Animals -- dog, cat, lion.
e. Ask your child to set the table. Ask him how many spoons, forks, glasses , and plates he will need.

5. Collect pictures and paste them on cards. Write three words on the cards; one of the words should be the name of the picture. Have the child tell which word identifies the picture. Have the child use this word in a sentence. A point can be given for each correct identification of the picture word and another point for correct usage in a sentence.

6. Treasure Hunt. Hide notes throughout your house with clues to follow. Give your child the first written direction. As he follows the clues, he will finally find the treasure you have hidden. (Example: First direction, "Empty the wastepaper baskets." Then tape the second clue at the bottom of one wastepaper basket.)

7. Scavenger Hunt. Played with more than one child. Give the children identical lists of things to find. List the things in sentence form telling where to look and what to look for. The one who finds the most things on his list (and reads the directions aloud for each thing) wins a prize.

8. Categorizing. Played with more than one child. Give each child a category (i.e., kinds of machines things that can fly, kinds of shapes, or types of cars). The person who can list the most things in that category wins.

9. Using an interesting picture from a book, magazine or newspaper, help your child to list all the adjectives you might use to describe things in the picture. These words might then be used to write several sentences or a story about the picture.

10. Charades. A family game. Each person during his turn acts out an action and the rest of the players guess the action.

11. Synonyms-Antonyms. Occasionally ask your child to give you a synonym, i.e. (big-large), antonym, i.e. (hot-cold), for words he frequently uses.

12. Find large pictures; print the names of the objects in the picture on small pieces of paper. Have your child label the objects in the picture. Talk about the objects. Have your child tell you sentences using the name of the object. Have him think of other meanings for the same word.

13. Scrambled Words. Provide your child with several scrambled words like der, toh, namy. Then provide a meaning for each word which he must then unscramble. Example, what color is mother's lipstick? (der = red). What is the opposite of cold? (toh = hot). What means more than one? (namy = many).

14. Place several objects in a box. Ask your child to reach into the box; feel one object, describe it, and guess what the object is.

15. Word Pairs. Prepare pairs of cards made up of words that belong together such as ham, eggs; table, chair; hat, coat; pen, ink; etc. Place one card from each pair in a pack for the center of the table. Deal the cards to each player from the second pack. The dealer turns the top card on the center pack and the player who holds the matching card names it and keeps the pair. Then the dealer turns the next card and the game goes on. The player with the most pairs wins. This game may also be played with words that are opposites such as up, down; big, little; stop, go; etc.

F. LIBRARY AND STUDY SKILLS

Take your child to the Racine Public Library. Help him to get a library card and select books. Public library service is available to all members of the community. The library has a variety of materials of interest to all levels and ages. Libraries are located at:

Main Library at 7th and Lake
Uptown Branch at Memorial Drive and Washington Ave.
Bookmobile and Mobile Library.

For the very youngest, materials and services include cloth books for babies, learning games, 33 rpm records, magazines and picture story books. Story times for three, four, and five year olds are in the mornings and afternoons at various locations. There is a parent col lection of materials on child development, reading, ideas for family activities and book lists to help the parent and child select books.

Schedules of activities are available at any of the Public Library locations.

The following suggested activities are beneficial in assisting your child's development of study and library skills:

Activities:

1. Have your child name five things in a category. Example:
   a) Things to eat: candy, popcorn, hot dogs, eggs, toast.
   b) Things to drink: milk, coke, water, coffee, tea.
   c) Things that make a noise: bell, clock, drum, horn, telephone.
   d) Things to ride: bike, car, boat, plane, train.
   e) Things to wear: shirt, pants, dress, shoes, coat.

Then print the words on cards and have him place the words in alphabetical order.

2. Help your child make a simple dictionary using a spiral notebook or some other type of notebook. Set aside several pages for each letter of the alphabet. Whenever your child asks for a word to be spelled, write it in the dictionary for him. Encourage him to find pictures of the words and to write sentences using the words.

3. Print the alphabet on a slate, board or paper. Divide the alphabet into three parts: first, middle, and last. Pronounce a word to your child and ask where he would find that word in the dictionary. If you have a children's dictionary, have the child find the word in the dictionary.

4. What comes before? What comes after? Ask your child to tell you what comes before s? What comes after m? What letter is between e and g?

5. Secret Code. Write the alphabet. Have your child make up a secret code by using a number for each of the letters:

A	B	C	D	etc.
4	6	10	2	

Have him write a note to someone using the code he has made. Ask someone to decode the message. (Using the secret code 10-4-6 would spell the word cab.)

6. Alphabetical Order. Have your child put his books on his book shelf in alphabetical order by title of the book or by the author's last name.

7. Save your child's stories and put them in book form. Let the child make a table of contents. Let some of his friends check out his book. Let your child write a story or book about a trip or experience he wants to share.

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8. Go on an imaginary trip with your child or, if you do plan to take a special trip, use maps and encyclopedias to locate specific information such as:

   a) If going by car, get a road map and plot the course.
   b) If going by plane, train, or ship, visit a travel bureau and/or airport or train depot to pick up brochures, tours, etc.
   c) Have child locate the destination in an encyclopedia to find out more about the climate, points of interest, etc.
   d) Have child then list the places he wishes to visit along the way or when once there.

9. Use the local newspaper with your child. Ask him to tell you on what pages certain items would be by using the Table of Contents on the first page. For example, ask him where you would look if you wanted to find a job: "Classified Section, p. _____."

10. Use your dictionary to help your child find synonyms. For example, have your child find "detect" in the dictionary and then give you a synonym such as "discover" or "uncover."

11. Have your child be a word detective. Again using the dictionary, ask your child to find out where we got certain words in our language (the derivation of words). For example, look up "biography" and have him tell you what the literal translation of the word means (Greek -- bios, life; and graphien, to write). So, literally speaking a biography is "life writing." This will also help your child remember the meaning of words.

12. Write down a series of problems and/or questions a person may have during the course of a day and have the child write down where the answer to each problem could be found. For example:

    a) The daily radio program's question of the day is, "Who was the seventeenth president?" Where could you find out?
    b) You want to go to a movie Saturday. What's playing? Where would you look?
    c) You've heard about a new book but can't decide if you'd like to read it. How could you find out more about it?
    d) You're baking a cake and the recipe calls for 1 cup of butter. How many quarters of a pound is one cup?

13. Ask your child to help you clip grocery coupons in the newspaper. Give him the names of the items you want him to clip either orally or in writing.

14. Give your child a magazine and ask him to locate a certain story by using the "Table of Contents."

15. Use a store's catalogue with your child. Have him either find certain items which you name, or have him make a list of items he would like to have, complete with price and order number.

G. COMPREHENSION

"Comprehension is what reading is all about. It is the aggressive, dynamic process of applying cognitive skill to what is being read. It requires, from time to time, memory, associative thinking, reasoning, and insight. Comprehension should be the overriding goal of reading instruction from the very beginning."[1]

A child's level of comprehension is dependent upon all previously mastered or unmastered reading skills, his experiences, his language background and reasoning ability. A child's level of comprehension is dependent upon his parents and teacher cooperatively understanding and accurately assessing his specific needs and providing necessary assistance.

A child's home is a perfect setting to create, maintain and nourish comprehension skills and thought processes. As you read to your child, stop and let him show you whether or not he understands what you have read and can relate this understanding to himself and his environment.

Suggestions are provided below which you might utilize in assisting your child in developing comprehension.

1. Read to your children; show by example that you enjoy reading. Develop a love for reading by showing the child it is a pleasurable experience. Set aside a time at least once a week when everyone in the family reads and shares with the others what has been read.

2. Following your reading a story or a story seen on television or at the movies select

1 Croft Inservice Program, Reading Comprehension Skills, page 1.

one of the following activities:

a) Retell the story in his own words.

b) List three events that occurred and ask which happened first, second, and third in sequence.

c) Ask your child to describe one of the main characters. If he uses evaluative terms as good, bad, angry, ask him why. What words, action, expression caused him to believe the character was good.

d) Ask your child to retell the story in his own words. Write down what he says. Then he can practice reading with you what was written.

e) Ask your child to predict what happened before some event or following some event in the same story.

f) Ask your child to make up a different ending for the story.

g) Ask your child to draw several pictures illustrating main events in the story. These pictures can be placed in the correct sequence of what happened first, second, third, and the story retold.

h) Ask your child to tell the main idea of a paragraph you have just read to him.

3. a) After your child has read a comic strip in the newspaper, i.e., Peanuts. Cut the comic strip apart and then have him place the pictures in the correct sequence and tell what happened first, second, third.

b) Variation of the above - include an unrelated picture that the child must exclude from the sequence of pictures.

4. Ask your child to tell you things he did during the day, in sentences, i.e.,

   a) I got out of bed.

   b) I ate breakfast.

   c) I went to school.

   d) I rode my bike.

   e) I watched television.

   Then write each sentence at the bottom of a sheet of paper. Your child could then draw a picture illustrating the sentence and the pages can be put in correct sequence and made into a booklet.

5. Instead of verbally telling your child what to do, give him a note listing all of the things in sequential order, i.e.,

   a) Take out the garbage.

   b) Polish your shoes.

   c) Make your bed.

   Praise or reward should not be given unless the tasks are completed in the correct sequence.

6. When reading a story to a young child, instead of merely reading the story and putting the book away, encourage your child to discuss the story: examples:

   a) Why do you think the lion did what he did?

   b) Did you like the story ? Why, or why not?

   c) Would you have liked to change the story in any way, or read only 3/4 of the story?

Stop and let your child finish the story on his own.

7. Encourage your child to write stories and draw pictures about experiences he has had. trips to the zoo, a circus, etc. Don't worry about correct spelling at the time the story is being written. Correct spellings can always be made, but cunning ideas, beautiful thoughts might be lost forever if the child is afraid to use his own spelling.

8. Prepare directions on cards and place them in various places in the house as you would for a treasure hunt. Give the child a starting card such as "Look under Mother's bed!" Under the bed would be another card with a sentence on it. A small treasure of some kind would be at the end of the hunt.

9. Help your child to write a simple caption for an interesting picture in the newspaper.

10. Play a game with words using analogies.

    Snow is white, grass is _____.

    Days are light, nights are _____.

    Pickles are sour, candy is _____.

    Airplanes go fast, elephants go _____.

11. Have your child make puppets of characters in a story he has read. Retell the story to you, using the puppets. Puppets can be made using paper bags; stick puppets can be made by attaching a picture to the end of a stick or finger puppets can be made using old gloves, with features drawn on the fingers.

12. Selecting a title for a story. Cover up the name of the story that you will read to your

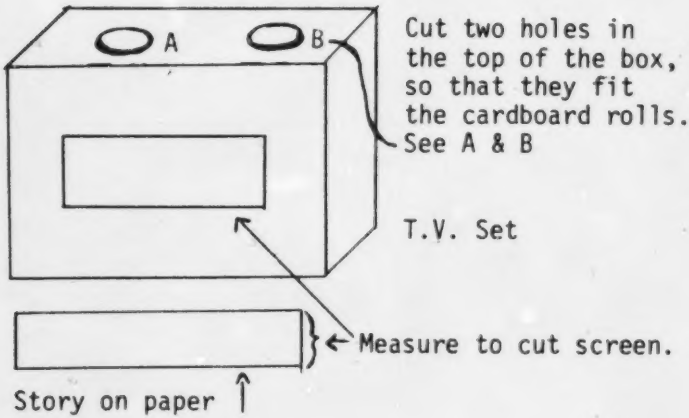
child. After reading the story, ask your child to tell what he feels would be a good title. Uncover the real title to see how close the child came to the real title.

13. Have your child choose a picture to be cut apart and made into a puzzle. After putting the puzzle together, the child should tell a story about the picture.

14. Read a simple story. Ask your child to draw three or more picture sequences, like a cartoon strip, while you read the story. Then ask him to retell the story from the cartoons.

15. Make a T.V. show of a favorite story. Get a long roll of paper (from the butcher shop or a print shop), or tape several sheets together. Decide how many parts of the story you want to show and divide the paper into that many sections.

    Then to make the "T.V. set," get a cardboard box and cut a screen on one side (make sure the screen fits the width of the paper).



Using the two cardboard rolls (i.e. from paper towels), attach the end of the paper to each one of the cardboard rolls after you've put them through the holes A & B.

Then, as you turn the rolls from the top, the story appears on the "T.V. screen."

V. RECOMMENDED BOOKS FOR PARENTS

PRIMARY

*Arbuthnot, May Hill. Time For Poetry (3rd ed.) Scott, Foresman, 1968. An outstanding collection of poetry for children. This book contains an introduction to the presentation of poetry that should be read by all parents and teachers.

Arbuthnot, May Hill. Children's Reading in the Home. Scott, Foresman, 1969. As stated in the preface, "Parents, grandparents, uncles, aunts, teacher, librarians, and all who are interested in children's reading in the home, this book is especially for you. It is planned to guide you through the morass of today's books for children to a small choice selection of many sorts of books, both old and recent, books too good to miss.

Chase, Mary Ellen. Recipe for a Magic Childhood. Macmillan, 1952. In this book, first published as a magazine article, a beloved author recalls how her parents introduced her to reading.

*Cole, Ann. I Saw a Purple Cow and 100 Other Recipes for Learning. Little Brown & Co., 1972. This book contains excellent, fun, creative, learning activities in an easy-to-use format for parents.

Frank, Josette. Your Child's Reading Today. Doubleday. A delightful and authoritative report on children's reading interests and choices, with suggestions for parental guidance as well as annotated lists of books.

*Jacobs, Leland. Using Literature with Young Children. Teachers College Press, 1965. Twelve chapters about ways to introduce children and books through reading aloud, storytelling, choral speaking, and dramatization.

Ladley, Winifred C. Sources of Good Books and Magazines for Children. International Reading Association, 1970. An annotated bibliography with an emphasis upon lists compiled within the period 1960-1969.

*Larrick, Nancy. A Parent's Guide to Children's Reading. Pocket Books and Doubleday. (3rd ed.), 1972. This book is a unique publishing venture which was initiated by the National Book Committee in an effort to encourage more children to read more widely. Eighteen national organizations representing children, parents, librarians, teachers, and others accepted the invitation to cooperate.

Smith, Carl B. Parents and Reading. International Reading Association, 1971. This book is the result of the conference on "Parents and Reading" held in connection with IRA's Kansas City Convention. It was jointly sponsored by the National Congress of Parents and Teachers and by IRA. It deals specifically with the role of parents and the home in reading instruction.

Wagner, Guy. Educational Games and Activities. Teachers Publishing, 1971. A source book for parents and teachers that contains hundreds of games and activities for social, recreational and academic skills.

*Available from the Instructional Materials Center

VI. Appendices

A. Core Vocabulary

B. Dolch Basic Sight Words

APPENDIX A

CORE VOCABULARY

The following core vocabulary list includes the words that most children use in their oral vocabularies and will have met in their reading after two or three years in school regardless of what kind of reading program they have been using.

a
able
about
above
across
act
add
afraid
after
afternoon
again
against
ago
ahead
air
airplane
airport
all
almost
alone
along
already
also
always
am
among
an
and
angry
animal
another
answer
any

anyone
anything
apartment
apple
are
arm
around
arrow
as
ask
asleep
at
ate
aunt
automobile
awake
away

baby
back
bad
bag
bake
baker
ball
balloon
band
bang
bank
bar
bare
bark
barn

barnyard
basket
bath
be
bean
bear
beard
beautiful
became
because
bed
bedroom
bee
been
before
began
begged
begin
behind
being
believe
bell
belong
below
bench
beside
best
bet
better
between
big
bigger
bike

bill
bird
birthday
bit
bite
black
blew
block
blow
blue
blueberry
board
boat
body
bone
book
boot
born
both
bottle
bottom
bought
bounce
bow
bowl
box
boy
branch
brave
bread
break
breakfast
breathe

brick
bridge
bright
bring
broke
broke
broken
brother
brought
brown
brush
bug
build
building
built
bull
bump
bunny
burn
bus
bush
busy
but
butter
butterfly
button
buy
buzz
by

cabbage
cabin
cage
cake
calf
call
came
can
candle
candy
cannot
can't
cap
car
card
care
careful

carefully
carried
carry
cart
cat
catch
caterpillar
caught
cave
ceiling
cellar
cent
center
chair
chance
change
chase
cheese
cherry
chick
chicken
child
children
chin
china
chocolate
choose
Christmas
circle
circus
city
clap
class
clean
clear
clever
climb
clock
close
cloth
clothes
cloud
clown
coat
cold
collect
color

come
coming
contest
cook
cookies
cooky
cool
corn
corner
cornfield
could
couldn't
count
country
course
cousin
cover
cow
cowboy
crack
crash
crawl
crayon
cream
creep
cried
cross
crow
crowd
crumb
cry
cup
cupcake
cut

dad
daddy
dance
danger
dangerous
dark
daughter
day
dead
dear
decide
deep

deer
desert
desk
did
didn't
die
different
dig
dime
dinner
dinosaur
dirt
dirty
dish
dive
do
doctor
does
doesn't
dog
doll
dollar
done
don't
door
dot
down
dragon
drank
draw
dream
dress
drink
drive
drop
drove
dry
duck
dug

each
eagle
ear
early
earn
earth
east

easy
eat
edge
egg
eight
elephant
elevator
else
empty
end
engine
enough
even
evening
ever
every
everyone
everything
except
excited
eye

face
fair
fairy
fall
family
famous
far
farm
farmer
fast
fat
father
feather
fed
feed
feel
feet
fell
felt
fence
few
field
fierce
fifth
fight
fill
finally
find
fine
finger
finish
fire
first
fish
fit
five
fix
flag
flash
flat
flew
flies
float
floor
flour
flower
fly
follow
food
fool
foot
for
forest
forget
forgot
forth
forward
found
four
fourth
fox
free
fresh
friend
friendly
frighten
frog
from
front
fruit
full
fun
funny
fur

game
garage
garbage
garden
gate
gave
gentle
get
getting
giant
gift
girl
give
glad
glass
glove
glue
go
goat
God
going
gold
golden
gone
good
good-by
goose
got
grabbed
grand
grandfather
grandmother
grass
grave
gray
great
green
grew
ground
grow
guard
guess
guitar
gun

had
hair
half
hall
hammer
hand
handle
hang
happen
happy
hard
hardly
has
hat
hate
have
having
hay
he
head
hear
heard
heavy
heel
held
hello
help
hen
her
here
herself

hi
hid
hide

high
hill
him
himself
his
hit
hold
hole
home
honey
hop
hope
horn
horse
hospital
hot
hour
house
how
huge
hugged
hundred
hug
hungry
hunt
hurry
hurt
husband

I
ice
I'd
idea
if
I'll
I'm
important
in
Indian
inside
instead
into
iron
is
island
isn't
it
its
it's
I've

jack
jar
jay
jet
job
join
joke
joy
juice
jump
jungle
just

keep
keeper
kept
key
kick
kid
kill
kind
king
kit
kitchen
kite
kitten
knew
knife
knock
know

ladder
lady
laid
lake
lamb
land
large
last
late
laugh
lay
lazy
lead
leaf
lean
learn
leave
leaves
led
left
leg
lemonade
let
let's
letter
library
lick
lie
life
lift
light
like
line
lion
listen
little
live
log
lonely
long
look
lost
lot
loud
love
low
luck
lucky
lunch

machine
mad
made
magic
mail
make
man
many
march
mark
mask
matter
may
maybe
me
mean
meat
meet
men
merry
mess
met
mice
middle
might
mile
milk
milkman
mill
mind
mine
minute
miss
Miss
mix
money
monkey
moon
more
morning
most
mother
mountain
mouse
mouth
move
moving
Mr.

Mrs.
much
mud
music
must
my
myself

nail
name
near
nearby
neck
need
needle
neighbor
nest
net
never
new
next
nice
night
nine
no
nobody
noise
none.
noon
north
nose
not
note
nothing
now
number
nut

oak
ocean
o'clock
of
off
office
often
oh
oil
old
on
once
one
only
open
or
orange
other
our
out
outside
oven
over
owl
own

page
paid
pail
paint
pair
pan
pants
paper
parade
park
part
party
pass
past
pat
path
paw
pay
peanut
peek
peep
pen
pencil
pennies
penny
people
person
pet
pick
picnic
picture
pie
piece
pig
pile
pill
pink
pipe
place
plain
plan
plane
plant
play
playground
please
pocket
point
pole
police
policeman
pond
pony
pool
poor
pop
porch
post
pot
pour
present
press
pretty
princess
prize
proud
puff
pull
pup
puppet
puppy
push
put

quack
queen
queer
quick
quickly
quiet
quite

rabbit
raccoon
race
radio
rag
rain
rake
ran
ranch
rang
reach
read
ready
real
really
red
remember
rest
return
rich
ride
riding
right
ring
river
road
roar
robin
rock
rocket
rode
roll
roof

room
rooster
root
rope
round
row
rub
rug
run

sad
sadly
safe
said
sail
same
sand
sang
sat
Saturday
save
saw
say
scare
scarecrow
school
scratch
scream
sea
seat
second
secret
see
seed
seem
seen
self
sell
send
sent
set
seven
sew
shadow

shake
shall
shape
sharp
she
shed
sheep
shell
shine
shiny
ship
shirt
shoe
shook
shop
shore
short
shot
should
shout
shovel
show
shut
sick
side
sidewalk
sigh
sight
sign
silk
silly
silver
since
sing
sister
sit
sitting
six
size
skate
skin
skip
sky
sled

sleep
sleepy
slept
slid
slide
slow
small
smart
smell
smile
smoke
smooth
snake
sniff
snow
snowman
so
sock
soft
softly
sold
some
someone
something
sometime
son
song
soon
sorry
sound
soup
south
speak
spider
spirit
splash
spoke
spoon
spot
spread
spring
squirrel
stair
stamp

stand
star
stare
start
state
station
stay
step
stick
still
stone
stood
stop
stopped
store
stories
story
straight
strange
straw
stream
street
stretch
string
strong
stuck
such
sudden
suddenly
sugar
suit
suitcase
summer
sun
sunshine
supper
suppose
sure
surprise
swallow
swam
sweet
swim
swing
swish

table
tail
take
taken
taking
talk
tall
tap
tape
teach
teacher
team
tear
teeth
telephone
tell
ten
tent
terrible
than
thank
that
that's
the
their
them
then
there
these
they
thin
thing
think
third
this
those
though
thought
thousand
three
threw
through
throw
thumb
ticket
tie
tiger
tight
till
time
tiny
tip
tire
tired
to
today
toe
together
told
tomorrow
tonight
too
took
top
touch
toward
tower
town
toy
track
tractor
trade
traffic
trail
train
trap
treat
tree
trick
tried
tries
trip
trot
trouble
truck
true
trunk
try
turkey
turn
turtle
TV
twice
twin
two

ugly
umbrella
uncle
under
understand
unhappy
unite
until
up
upon
us
use

vegetable
very
village
visit
visitor
voice

wag
wagon
wait
wake
walk
wall
want
war
warm
was
wash
watch
water
wave
way
we
wear
weather
weed
week
welcome
well
we'll
went
were
west
wet
what
wheat
wheel
when
where
which
while
whisper
whistle
white
who
why
wide
wife
wiggle
wild
will
win
wind
window
wing
winter
wire
wise
wish
with
without
woke
wolf
woman
women
won
wonder
wonderful
won't
wood
word

work
world
worm
worried
worry
would
write
writing
wrong
wrote

yard
year
yell
yellow
yes
yesterday
yet
you
you'll
young
your
yourself

zebra
zoo

APPENDIX B

220 Dolch Basic Words

B. Dolch Basic Sight Words

A	B	
1. a	1. all	41. too
2. and	2. am	42. under
3. away	3. are	43. want
4. big	4. at	44. was
5. blue	5. ate	45. well
6. can	6. be	46. went
7. come	7. black	47. what
8. down	8. brown	48. white
9. find	9. but	49. who
10. for	10. came	50. will
11. funny	11. did	51. with
12. go	12. do	52. yes
13. help	13. eat	
14. here	14. four	
15. I	15. get	
16. in	16. good	
17. is	17. have	
18. it	18. he	
19. jump	19. into	
20. little	20. like	
21. look	21. must	
22. make	22. new	
23. me	23. no	
24. my	24. now	
25. not	25. on	
26. one	26. our	
27. play	27. out	
28. red	28. please	
29. run	29. pretty	
30. said	30. ran	
31. see	31. ride	
32. the	32. saw	
33. three	33. say	
34. to	34. she	
35. two	35. so	
36. up	36. soon	
37. we	37. that	
38. where	38. there	
39. yellow	39. they	
40. you	40. this	

C

1. after
2. again
3. an
4. any
5. as
6. ask
7. by
8. could
9. every
10. fly
11. from
12. give
13. going
14. had
15. has
16. her
17. him
18. his
19. how
20. just
21. know
22. let
23. live
24. may
25. of
26. old
27. once
28. open
29. over
30. put
31. round
32. some
33. stop
34. take
35. thank
36. them
37. then
38. think
39. walk
40. were
41. when

D

1. always
2. around
3. because
4. been
5. before
6. best
7. both
8. buy
9. call
10. cold
11. does
12. don't
13. fast
14. first
15. five
16. found
17. gave
18. goes
19. green
20. its
21. made
22. many
23. off
24. or
25. pull
26. read
27. right
28. sing
29. sit
30. sleep
31. tell
32. their
33. these
34. those
35. upon
36. us
37. use
38. very
39. wash
40. which
41. why
42. wish
43. work
44. would
45. write
46. your

E

1. about
2. better
3. bring
4. carry
5. clean
6. cut
7. done
8. draw
9. drink
10. eight
11. fall
12. far
13. fall
14. got
15. grow
16. hold
17. hot
18. hurt
19. if
20. keep
21. kind
22. laugh
23. light
24. long
25. much
26. myself
27. never
28. only
29. own
30. pick
31. seven
32. shall
33. show
34. six
35. small
36. start
37. ten
38. today
39. together
40. try
41. warm

C. Handwriting

MANUSCRIPT ALPHABET

Knowledge of the letters of the alphabet (both capital and lower case) is vital to your child's reading instruction. Practice in correctly printing these letters at home is very beneficial for your child. It is, however, important that he practices using correct formation of the letters. The Peterson handwriting model is provided in this booklet, as this is the model utilized in the Racine Unified School District. Kindergarten children are expected to learn to write their names correctly, but they are not expected to learn how to make all of the letters until first grade.